Mann Elementary
Glendale Unified School District
http://www.glendale.k12.ca.us/index.htm

Lynda Christian, Principal, School Year 2002-2003
Presented at the October 2003 Principals' Roundtable Webcast
This profile draws upon Lynda Christian's writings on school reform at Mann Elementary.

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Southern California, Urban, K-6, 1267 students

Percent Free/Reduced Lunch:	80%
English Learners:	64%

Demographics:

American Indian/Alaska Native	0%
Asian	4%
Pacific Islander	0%
Filipino	4%
Hispanic/Latino	46%
African American	1%
White (not Hispanic)	45%

Year	API Score
2003	694
2002	669
2001	626
2000	607
1999	568

more API info

Central Focuses of School Reform:

- While individuals believed in and celebrated student successes, there was not a resounding belief that students could achieve, nor was there an expectation that they should achieve. To change the existing mindset of the school, the principal established a "no excuses" philosophy she used consistently in her work with staff, students, and parents.

- Professional development had generally been of the "one-day, shot-in the arm" nature, with little follow-up and it was not directly linked to data or needs identified. Now, intense professional development is aligned with the standards and is connected to reading instruction, assessment, data analysis, and the grouping of students.

- The principal states that "Despite receiving and spending an incredible amount of state and federal monies, expenditures were [not] tied to research, student data, or student needs. We were stuff-rich and strategy/instructional tools poor. Now, before purchasing prepackaged instructional materials, the staff carefully researches the materials, visits sites where the materials are in use,

and analyzes their findings to determine which instructional materials will best meet the needs of their students and match their school reform goals."

Additional Information:

- The principal believes it is critical to engage in "frequent, deep and widespread data analysis of multiple measures, with results used to determine goals and to guide decisions in a backwards planning model." The analysis process led to major changes. The school day was reorganized to provide for weekly collaboration, articulation, and learning among staff members. The school formed study groups to deepen understanding and expertise in given areas or in self-selected areas related to the process of school reform. The school also utilized the support and guidance of district personnel.
- Every decision was discussed, analyzed, and reflected upon by the leadership team, site council, and staff. District support personnel were involved as researchers and springboards.
- A large portion of the school's categorical funding had been used to fund instructional aides. This money was reallocated to provide direct and targeted interventions to identified students.
- The staff is regularly immersed in the deep analysis of data. They discuss what the data mean and what they should do next. Data analysis is used to determine future instructional, professional development, and resource needs.
- Teachers gather targeted data to use during regularly scheduled meetings to discuss student progress. Each teacher meets mid-year with the principal to review student progress and to discuss necessary interventions and instructional modification.
- The principal states that it is important to "validate the baby steps. Change is hard work and often emotional, and students and adults need lots of reassurance [and] praise."
- The school is a recipient of a Reading First grant. All kindergarten through third grade and special education teachers participated in 40 hours of literacy followed by 80 hours of on-site follow-up training. The school's administrators completed Assembly Bill 75 training as well. A reading coach now directly supports the teachers with their work on literacy.
- All teachers will be fully credentialed by May 2004.

Web Links:

- School Site Web Page
- School Site API Data
- School Site CBEDS Data